



Transitions of Care for Trainees and Faculty

MCGAW MEDICAL CENTER

NORTHWESTERN UNIVERSITY

FEINBERG SCHOOL OF MEDICINE

Purpose

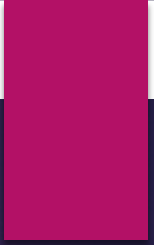
- ▶ This brief slide deck is an educational tool about Transitions of Care
- ▶ You may distribute by program email, use as the basis of a small group discussion or lecture, or discuss in program/departmental administrative time
- ▶ Education of trainees and faculty about Transitions of Care is an ACGME requirement (2026 Common Program Requirements)
 - ▶ 6.19. Transitions of Care
 - ▶ Programs must design clinical assignments to optimize transitions in patient care, including their safety, frequency, and structure. (Core)
 - ▶ 6.19.a. Programs, in partnership with their Sponsoring Institutions, must ensure and monitor effective, structured hand-off processes to facilitate both continuity of care and patient safety. (Core)
 - ▶ 6.19.b. Programs must ensure that residents are competent in communicating with team members in the hand-off process. (Outcome)

Transitions of Care

- ▶ Transitions of care are vulnerable to error, and approaching them in a standardized, predictable way improves patient safety and quality of care delivery
- ▶ The healthcare system is complex, with many transition points in a given episode of care
- ▶ The ACGME requires that ALL TRAINEES and FACULTY received education about Transitions of Care and that Transitions of Care are appropriately supervised



I PASS the BATON





Types of Transitions

- ▶ End of shift
 - ▶ Eg day team to night float
 - ▶ Emphasis on recent **Actions**, **Contingencies** and **Next Steps**
- ▶ Inpatient Inter-team or Inter-institution
 - ▶ Eg ICU to floor
 - ▶ Emphasis on **Situation**, recent **Actions** and **Background**
 - ▶ Eg NMH to SRAL
 - ▶ Emphasis on **Background**, recent **Actions** and **Ownership**
- ▶ Inpatient to Outpatient or vice versa
 - ▶ Eg Discharge
 - ▶ Emphasis on **Timing**, **Ownership** and **Next Steps**

Dialogue

- ▶ Above all, Transitions of Care should be a dialogue
- ▶ Both parties should be active and utilize closed loop communication to ensure that information has been conveyed and received correctly
- ▶ Opportunity for questions
- ▶ Non judgmental

Graduation of Responsibility

- ▶ Like any procedure or task, Transitions of Care should be entrusted based on the competency of the learner
- ▶ For junior learners, observe senior trainees and faculty giving and receiving Transitions of Care
- ▶ All trainees should ask for a faculty member to observe your Transitions of Care and provide feedback
- ▶ Be familiar with your programs Transitions of Care Policy

Opportunities

- ▶ Simulation is a great way to practice Transitions of Care
 - ▶ Can be a really simple table top role playing, does not have to be high fidelity in the simulation lab!
- ▶ Discuss Transition of Care handoff communication during rounds to help organize your thought process and delivery
- ▶ Transitions of Care are a team sport, engage your nurses, social workers and pharmacists for input especially prior to larger transitions such as service to service or upon discharge.

Questions?

- ▶ Feel free to email Abra Fant at abra.berg@northwestern.edu
- ▶ For more resources see <https://www.ahrq.gov/teamstepps-program/index.html>
- ▶ Want to read more?
 - ▶ Starmer et al. Development, Implementation, and Dissemination of the I-Pass Handoff Curriculum: A Multisite Educational Intervention to Improve Patient Handoffs. *Academic Medicine*. 2014; 89(6): 876-884
 - ▶ Starmer et al. Integrating Research, Quality Improvement and Medical Education for Better Handoff and Safer Care: Disseminating, Adapting and Implementing the I-PASS Program. *Joint Commission Journal on Quality and Patient Safety*. 2017; 43 (7): 319-329.
 - ▶ Starmer et al. Implementation of the I-PASS handoff program in diverse clinical environments: A multicenter prospective effectiveness implementation study. *J Hospital Medicine*. 2023; 18: 5-14